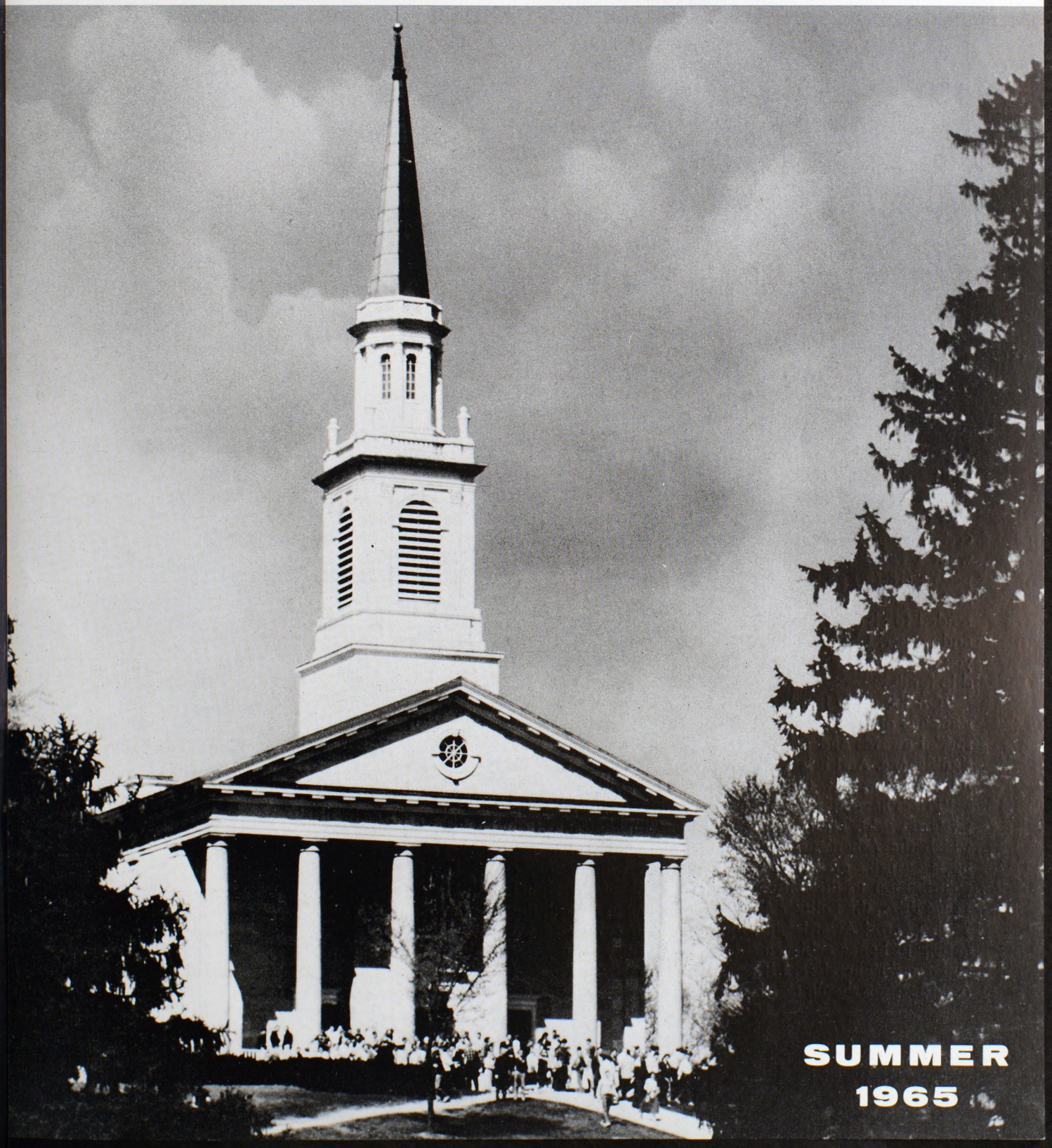
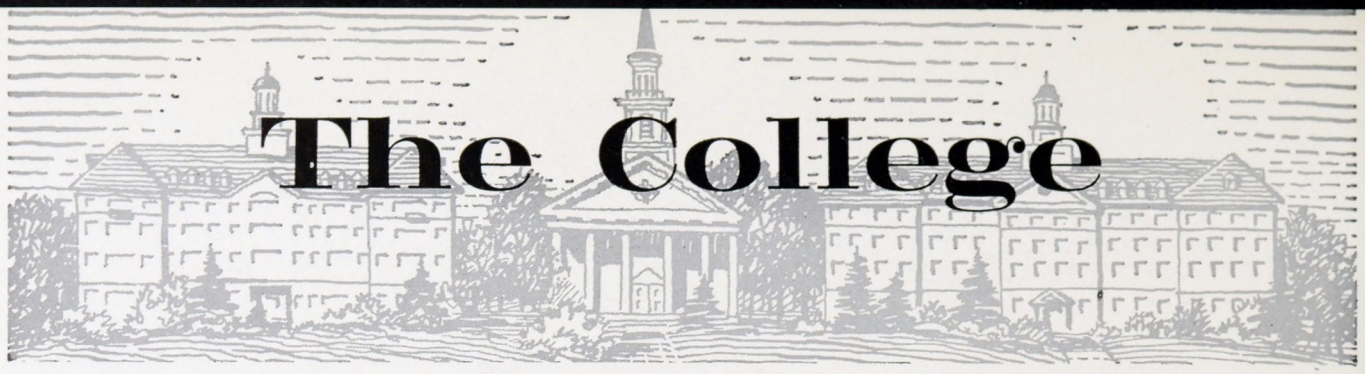
MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to Middlebury Parents and Friends



SUMMER
1965



Parents Weekend Scheduled for Oct.

The 1965 Parents Weekend is scheduled for October 16 and 17. This annual program is held for the purpose of giving parents the opportunity to visit the College when it is in session. Parents will have an opportunity to visit classes and meet members of the faculty at various functions scheduled for the weekend. A luncheon will be held for parents in the Memorial Field House prior to the Middlebury-Bates football game at Porter Field.

Invitations to the 1965 Parents Weekend will be mailed in the early fall to parents of undergraduates with a listing of the weekend's events. Since preference for room accommodations vary, it is necessary that all parents attending Parents Weekend arrange for their own reservations. Frequently sons and daughters at the College assist parents in securing reservations for accommodations.

College Honors 75 at Awards Night

Speaking at the 1965 Awards Night, President James I. Armstrong pointed out the importance of the occasion to the seventy-five recipients of prizes and awards and other in attendance at the ceremony held in Wright Theatre. He said:

"Perhaps one generalization with which we can live is that there is nothing so permanent as the transitory. And certainly one major change has been in the whole area of what I call "financial aid." As more and more young people (18–24) go to college (4% in 1900, 40% in 1965) and costs rise steadily, scholarships for excellence have tended to give way to financial aid for *need*. This is right and proper. I have no quarrel with it. On the contrary, as you well know, we are working hard to increase our scholarship funds.

"On the other hand, recognition of excellence, of outstanding qualities, of outstanding performance through special awards and prizes should perhaps take on a new significance. And it is with this thought uppermost in our minds that we now turn to such recognition.

"Prizes have an ancient and honorable tradition in the western world. The crown of laurel was the highest award which the Athenians could confer upon their dramatic poets—a prize greatly esteemed and only won by major contribution to the City. Today we think of the Nobel Peace Prize, the Pulitzer Award, the Bollingen Award, the Enrico Fermi Award—and tonight within our world we gather to honor achievement at Middlebury with *prizes* and *awards*. Therefore, I hope you will agree with me that Awards Night should take on more, not less, importance in the College where outstanding achievement may be recognized and encouraged."

Challenge Fund Passes Halfway Mark

During Commencement Weekend, President James I. Armstrong announced that the Middlebury College Challenge Fund had passed the half-way mark in its campaign for $6.6 million in the first four months since the public announcement of the Fund.

Arnold R. LaForce, national campaign chairman, outlined the total of $3,333,995.79 raised as of Commencement Weekend. He pointed out that the total consisted of $2,222,663.86 in paid gifts qualifying for Ford Matching, plus $450,000 already paid by the Ford Foundation, and $661,331.93 earned from the Ford Foundation but not yet paid. And that the full amount earned from Ford is $1,111,332 or 65 percent of the complete challenge grant of $1,700,000.

Mr. LaForce said: "This is a good showing for this point in the campaign. We have other indications of support which tend to make us optimistic, but too much optimism at this time could be fatal to ultimate success. There is still $3,226,004 to be raised to reach the goal. No one can afford to slacken the pace or to coast. We are going to need all those Special Gifts in the fall, and all those other gifts later, to put us over the top."

Your Family and Middlebury

Vol. 9, No. 4—George H. Huban, *Editor*—Summer 1965

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The Cover: Mead Chapel

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1965 COMMENCEMENT

MIDDLEBURY COLLEGE'S 165TH COMMENCEMENT, like many before it, took place in the Memorial Field House on June 14.

And, as on numerous similar days in the past, the routine exercises were marked by interesting events.

The Commencement speaker, Douglas Dillon, who recently resigned as Secretary of the Treasury, chose the occasion to point out to the 1,500 persons present that early improvement in the global monetary system was "urgent" because deficits in the international payments of the United States "are now coming to an end."

With the ending of the United States payments deficits, which had supplied the world with a growing volume of financial reserves in the form of dollars, Mr. Dillon said, "the free world is rapidly approaching a financial crossroads."

"There is an urgent need," he continued, "to strengthen the international monetary system so as to insure that the needed increases in reserves will be forthcoming. For inadequate growth in international liquidity would hamper world trade, slow up the economic growth of individual countries and threaten worldwide recession."

Mr. Dillon said the United States could now "at long last" look forward to an end of its payments deficits because "we now, for the first time, have in operation a program which deals effectively with all the major aspects of our payments problem."

The balance of payments is the relationship between a nation's total payments to foreigners and total receipts from foreigners.

The former Treasury Secretary emphasized that the United States not only must balance its payments but also must "keep them balanced" for more than "just a few months." He left no doubt he believed this was being achieved.

"Now that we are clearly succeeding in righting our own payments by our own actions," Mr. Dillon said, "it is to be hoped that they (European monetary authorities) will be prepared to enter freely into negotiations aimed at insuring the continued growth in international reserves that all agree will be required if the economic progress of the free world is to be maintained and accelerated."

Mr. Dillon had no concrete suggestions for reform of the international system. But he indicated his line of thought in these terms:

"I simply want to suggest that a great deal can be done to increase the effectiveness of the present system, particularly through relatively modest changes in the functioning of the International Monetary Fund.

"It seems only elementary common sense to improve the system that has served us so well over the past twenty years before rocketing off into new and completely uncharted space."

However, he emphasized that early reform was needed even though no one could predict when the world would feel a "liquidity squeeze" as a result of the ending of the United States deficit.

"A strengthened international monetary system," he said, "must be installed before it is needed; not after the crash."

United States actions to end the payments deficit, Mr. Dillon said, "will eventually put very substantial pressure on the flows of international trade and investment." There could be harm to both developed and developing countries, he added, with repercussions on the United States economy itself.

"That is why," he concluded, "the strengthening of the international monetary system must be given the highest priority by the monetary authorities of the entire free world."

Mr. Dillon foresaw a need for future growth not only in official reserves but also of private foreign holdings of dollars to conduct the world's business.

In this connection, Mr. Dillon came out in favor of the change in the United States payments statistics recommended by the high-level study group headed by Edward M. Bernstein, economist. This proposal would end the present practice of treating a growth in private foreign dollar holdings as an outflow from the United States.

In effect, the former Treasury Secretary suggested that the United States in the future should continue to run modest payments deficits, as the balance of payments is now defined, but should have a balance or surplus on the "Bernstein definition," which treats as outflows only increases in dollar holdings by foreign central banks.

FOLLOWING Mr. Dillon's address, President James I. Armstrong conferred baccalaureate degrees upon 146 men and 124 women and there were twelve recipients of masters degrees. The graduates of the Class of 1965 were headed by John H. Riker and Carolyn Cassady, valedictorians, and Peter M. Teige and Eloise H. Carlton, salutatorians. Five seniors won their degree magna cum laude, twenty-three others cum laude, eleven were appointed to Phi Beta Kappa and twenty-two others won departmental honors.

Five honorary degrees were presented by President Armstrong. The degrees were conferred upon: C. Douglas Dillon, former U.S. Secretary of Treasury—*Doctor of Laws;* Katharine Elizabeth McBride, President, Bryn Mawr College—*Doctor of Letters;* John George Kemeny, Chairman, Mathematics Dept., Dartmouth College—*Doctor of Science;* Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People—*Doctor of Laws.*

Fifty-eight members of the ROTC unit at Middlebury College received their commissions, and two graduates were awarded U. S. Marine Corps reserve commissions under a special program.

The Middlebury Student

A Time of Change

An outstanding senior reflects on the past four years at Middlebury

By Howard B. Tolley, Jr., '65

Four years at Middlebury have brought change. While study and discussion, praise and criticism, work and relaxation have molded and shaped the 290 members of the class of 1965, Middlebury College has continued an evolution begun 165 years ago. In the past four years the students have grown with the institution during an era of unprecedented expansion of higher education in the United States.

Four years ago as American colleges first had to make room for the "war babies," the 355 members of the class of 1965 comprised the largest freshman class in Middlebury's history. Since that date, the college has constructed six buildings and acquired new property in town to provide improved facilities for an ever larger student body.

As freshmen we were among the first to enjoy Starr Library's modern new wing, completed in February, 1962. A second women's language dormitory, an indoor pool, a new service building and, at the Snow Bowl, a ski lodge soon followed. Next year's freshmen will profit from the modern facilities of a new language laboratory, the most recent addition to Middlebury's physical plant. And the face lifting has hardly begun. Architects are already designing a new science complex for extensive interdisciplinary work, while the proposed art-music center should be under construction within two years. The eventual expansion of the student center at Proctor Hall and the need for additional dormitory space, all promise even greater changes in the years ahead. Judging from the rate of expansion in the past four years, our fifth reunion should bring a number of surprises.

We have watched an institution improve in quality as well as grow in size. The arrival of a new president two years ago prompted endless speculation on where and how the College would expand. Did fraternities have a future? How would varsity sports fare? What about ROTC? The Ford Foundation answered the most pressing questions last summer with a $1.7 million Challenge Grant. With the announcement of a $6.6 million capital campaign this winter, the College responded to the urgent need for additional funds.

As students we learned by watching the introduction of programs to promote quality education. A faculty research fund established last year, now provides financial assistance for professors actively engaged in scholarship outside the classroom. A faculty leave program approved this winter will enable five additional professors to devote full time to special projects for one or two semesters. Gradually we learned of plans and more plans—an enlarged faculty, a student body of 1800 by 1975, an expanded curriculum. The College added the 140 acre Harris farm to the local campus, while acquiring several buildings in Middlebury. On campus the addition of new personnel to coordinate growing administrative duties necessitated renovation of Old Chapel and relocation of the Admissions' Office. For four years we've watched Middlebury change and grow.

While the College responded to the pressure of increased enrollment, the students confronted many of the issues and reacted to the same traditions which shaped the lives of past Middlebury graduates. Four years at a small residential college in Vermont have given us a common opportunity to put aside the confusion of the atomic age temporarily, and mull over its problems in private. In four years we sampled the ills of the "outside world" in small doses, weighing our values, determining new beliefs.

Howard Tolley—an honor student—will be teaching on the secondary school level with the Peace Corps in Nigeria during the coming year. When he completes his tour with the Peace Corps he will enter graduate school before continuing his career in education. During his senior year at Middlebury he served as Editor-in-Chief of *The Campus* and was a member of the Student Educational Policy and Honor Code committees.

Through conferences, visiting speakers and our own faculty we gained new perspective on a troubled world. Government officials, Sherman Adams and Dean Rusk, the conservative editor William Buckley, and Yale's Reverend William Sloan Coffin provoked us with their comments. We shared the rare opportunity afforded generations of Middlebury students to spend an evening with Robert Frost. In weekend conferences we considered the problems of Africa and Red China, wondered at modern art and examined man's ability to shape his destiny with top scholars, artists and scientists. We debated the major religious issues of the day with authorities in the field.

In the classroom we learned of Melville and Joyce, Toynbee and Locke, to doubt established truths, to question authority. Professors shared their thoughts over coffee in the Crest Room, or in infrequent evening discussion at home. After hot spring days cramming for comprehensives in the library and all-night efforts to produce a literary or scholarly "masterpiece" we found some answers; but more often we remain puzzled about the complexities of an accelerated age. We've begun to doubt, to pry behind accepted truths. "The Answer" will no doubt forever elude us, but hopefully education has just begun.

Yet with the conviction of youth we've pressed a claim to a voice in the future of our college and the world beyond. Amid the growing clamor for reform on campuses throughout the country, we first responded sluggishly, but more recently with heightened awareness to the impact of current events, visiting lecturers and the local classroom. We wanted to be heard— to further Middlebury's growth, to improve the quality of our education, to help shape the historic events changing America in the 1960s.

As freshmen we observed upperclassmen request an extension of library hours and permission for Deans List students to miss classes on the days preceding and after vacations. The waiters in Proctor Hall offered an object lesson in direct action as the College dining hall suffered its first strike. The following year the Curriculum Faculty Evaluation Committee synthesized constructive student criticism of Middlebury's academic offerings. *Stimulus* was born, a new journal of fact and opinion designed to provoke discussion on campus.

As juniors we joined our voices with those of students across the nation calling for more independence, both in and out of the classroom. Questionnaires were circulated, discussions conducted, committees formed to press for an academic honor code and more liberal social rules. The former failed in a student referendum, while the College extended women's hours and opened dormitory and fraternity lounges to unchaperoned couples on weekend afternoons as a result of a Student Association proposal on the social code.

At the same time the student body criticized and altered its ineffective government. A reorganization of the Student Association one year ago clearly defined the chain of command in student affairs. And the College gained another magazine. *The Blue Baboon*, a revival of an earlier Middlebury effort, struck out with tongue in cheek to poke fun at everything from Middlebury's weekly newspaper to the college president.

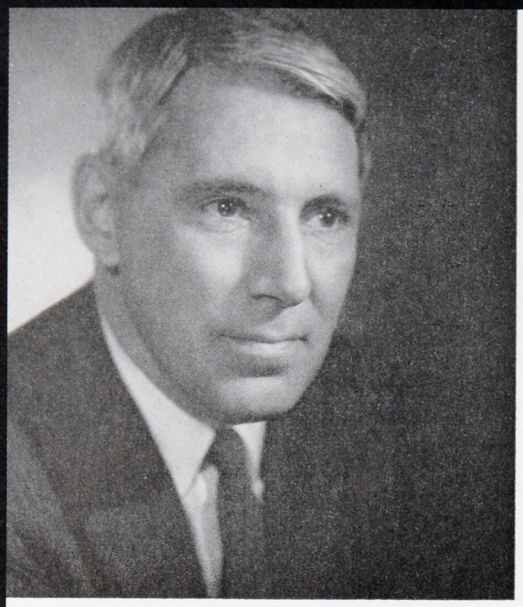
As seniors and student leaders in our own right this past year, we've reasserted the undergraduate's obligation and ability to resolve basic questions for himself without excessive or oppresive external guidance. Plagued by prejudice and discriminatory practices in a Southern dominated national organization, one fraternity assumed new responsibilities as a local chapter last fall. Sororities troubled by the same issue, have begun to weigh the alternatives.

The student body has given time and money in an attempt to provide enlightened assistance for the development of quality education at Middlebury. Convinced that students of diverse backgrounds are needed to foster increased intellectual exchange on campus, we proposed a one semester exchange with a Southern Negro college. To attract representatives of a lower economic and social order students visited high schools during vacations to encourage deprived students to apply to Middlebury. The "Students for Ford" conducted a successful auction to raise funds for the matching grant. Hampered by an inadequate communications network, the student body petitioned for additional phones in the women's dormitories.

In accord with their previous commitment to individual liberties, students wrote an academic honor code. On the third ballot in four years the student body overwhelmingly approved the proposal; the long awaited code will take effect next fall expressing the student's commitment to honesty as a way of life.

We spent four years reacting to stimuli at Middlebury; we complained and applauded, condemned and attempted to offer constructive proposals. We learned from our failures and through involvement with the College in four years of growth. Gradually our interests extended beyond the Green Mountains as well, and we began to respond in larger numbers to the outside world.

As underclassmen we listened to the stories of a senior just returned from a Southern "Freedom Ride" and observed the protests against nuclear disarmament lodged by SANE. In summers away from Middlebury we learned first hand (*Please turn to page 13*)



By Taking Thought

Dr. James I. Armstrong
President of Middlebury College

This text contains the substance of an address to the students of the College by President Armstrong.

Early in this century there circulated a fine story about Francis Landey Patton, president of a neighboring institution to the south, then called the College of New Jersey. President Patton was approached by a worried mother anxious about the success of her son at college, and accordingly the President, seeking to allay her fears, is reported to have said, "Madame, have no fear, we *guarantee* success, or we return the boy!"

Well, none of you here today has been returned—you have finished the course, and you are to be warmly congratulated for your achievement. There is, however, no absolute correlation between your successful ascent to the bachelor's degree—*ad primum gradum in Artibus*—and the successful utilization of the education which you have gained. The College in a sense "gives" education; you "receive it"; the significance of what has happened depends upon your use of it.

Now with your advance in knowledge there comes to you a whole new range of responsibilities, and I would take a few moments to share with you some thoughts on taking thought.

You have by now a good sense of what your teachers can do for you and what they cannot, i.e. to say, they can lead you toward the realms of gold; they cannot make you think, cannot educate you. This you must have done and continue to do for yourselves. If there have been moments when the contagious enthusiasm of a teacher has captured your imagination—perhaps a quiet conversation which suddenly brightens the present with past—or as an eminent gentleman said to me in my living room the other day, "If I hadn't collided with Professor Rand in my sophomore year, I should have continued my mediocre course."—if you have collided with a good teacher, you have much for which to be grateful, and I ask you not to try to add up the "practical value" of the relationship between teacher and student, a relationship sometimes moving with the power of the sap thrusting up in the fibre of a student's life.

Near the beginning of the academic year, I bespoke what I I chose to call a "mandate of reason"—a mandate upon the liberally educated man or woman to proceed with reason as a guide both to action and restraint. Surely you know now that as educated men and women, you can never avoid the responsibilities which accrue to you through your education, and it is not your knowledge acquired through long hours in Munroe Hall, in the library or the laboratory or at your desk—not your knowledge itself which is finally important, but it is knowledge in action, knowledge for the living of life, knowledge which is not buried, inert, passive, but knowledge which is made to fit into a broad context, alert to human values—in short knowledge which ever points to understanding and such understanding will require *thought.*

Of course, I do not mean that you will look to reason or logic as did the fellow who said, "Logic, Reason! Good heavens! How can I tell what I think until I hear what I say."

Each of you carries away substantial experience in the ordering of ideas, and each of you, I am sure, carries away from college his own particular companions of thought, and the wonder is that these companions release you from provincialism and the narrowness of contemporaneity. You may talk with them and think with them, for the educated man is never alone when he takes thought;

he may be the beneficiary of all the past companions up to the present syllable of recorded time. He becomes the beneficiary of that perspective which we may call a sense of history—a sense not only of the importance of the past working in the present, but also of the past as prologue to the future. You may have heard that a college education is a permanent possession, but I rather suspect its worth rapidly deteriorates unless some important part of your being resonates to the life of the mind. If it does, you will take thought, you will read, you will paint, compose, write, lead.

Yours is a splendid moment in life—an end which is a bright beginning, and yours is now a freedom if, and this is a point not always quickly seen—if you recognize the constraints inherent in all true freedom, for there is a bondage which comes with freedom—it is basically a bondage to truth—an awareness of the mortal, finite limitation which besets us all, for none of us has a "corner" on the truth—hence there is a bondage not to suppress the views of others, not to misuse evidence in order to "win out," not to follow the lure of expediency at the expense of your convictions.

Surely one of the distinguishing marks of the educated man is his capacity for dispassionate *thought*, his ability to be objective. We cannot avoid taking a position, and we ought to have that position by taking *thought*. In a very real sense, then, the unexamined life is not worth living, for it forfeits active decision to passive consent. Did you ever see a live fish in a running stream? The fish heads upstream always swimming against the current which carries the passive object downstream whether it will or not.

Let me choose a companion of the past who sets a fine example of the Man of Thought. I refer to Socrates, the great Athenian teacher and thinker. He was sharply critical of the moral values of his own society and devoted his life to the construction of a prophetic, positive moral belief out of the ashes of the past. Listen to him talking to his friend, Crito. Here is one of the great, and still revolutionary thoughts of all time.

Socrates: Are we to say that we are never intentionally to do wrong, or does it depend on the circumstances? In spite of the popular opinion . . . shall we insist on this truth, that injustice is always an evil and dishonorable to the person who acts unjustly?

Crito: Yes

Socrates: Then we must do no wrong?

Crito: Certainly not.

Socrates: And what of doing evil in return for evil, which is the popular morality . . . is that just or not?

Crito: It is not just.

Socrates: Then we ought not to retaliate or render evil for evil to anyone, whatever evil we may have suffered.

For the evil man is miserable, and he who acts justly must of necessity be happy and blessed. This appears to me to be the aim which a man ought to have, and towards which he ought to direct all his energies, acting so that he may have temperance and justice present with him, not suffering his lusts and hatreds to be unrestrained . . . such an (unrestrained) one is the friend neither of God nor of man, for he is incapable of respect for his fellowmen and he who is incapable of this is incapable of friendship. And philosophers tell us that respect and friendship and orderliness and temperance and justice bind together heaven and earth and gods and men.

Socrates talked with reason as a stable criterion; yet he knew that thought must go beyond reason, and I have been talking about thought and reason. I chose the word thought to suggest a larger framework for the educated man than the rational mode. There are other ways of knowing and of reaching understanding than by reason alone.

Remember the great play of Sophocles called the *Antigone*, how the Greek girl Antigone buried the body of her traitorous brother in violation of the legal decree of King Creon.

Antigone: There are honors due all the dead.

Creon: But not the same for the wicked as for the just.

Antigone: Ah, Creon, Creon
Which of us can say what the gods hold wicked?

Creon: An enemy is an enemy, even dead.

Antigone: It is my nature to join in love, not hate.

How can Antigone be so sure she is right? All earthly logic will condemn her. Yet finally we understand that she knows she is right somehow intuitively, by a kind of faith, if you will, and that it is better to join in loving than in hating.

Pascal in two of his *Pensées* summarizes:

"Man is but a reed, the weakest in nature, but he is a thinking reed."

"We know the truth, not only by the reason, but also by the heart."

Look to your inheritance. Build on it. You will want to stand, have convictions, act thoughtfully. Thought is certainly one of the great hallmarks of the educated man or woman—and thought is invisible, but the invisible may become (*Please turn to page 13*)

Gifts from Parents

Parents' gifts to Middlebury this past year reached the second highest total ever achieved. A comparative record is shown on the next page.

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1955-56	5,317.50
1956-57	7,975.52
1957-58	16,538.82
1958-59	26,431.74
1959-60	22,741.38
1960-61	72,622.75
1961-62	139,135.73
1962-63	24,633.64
1963-64	65,468.18
1964-65	$115,607.26

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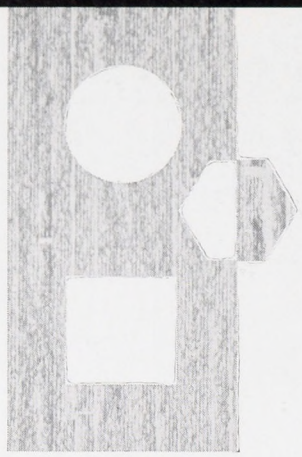


Generation of New Students Poses Challenge for Colleges

By Dr. Thomas H. Reynolds
Dean of the College and Professor of History

For the past year the academic spotlight has been focused, of all places, on students. While the events at Berkeley captured the headlines, lesser events of the same quality happened all over the country on most campuses. Not always have students sat-in or marched or picketed, sometimes they have met with University or civic officials in earnest consultation. Always, however, they have shown a keen desire to change things as they found them and to change them now. It has been natural under the circumstances for many of them, though not all by any means, to pick up the techniques and language of various aspects of the civil rights movement. This is *the* protest movement of our times and it is natural and logical for students to combine its forms with their own protests unrelated as they may sometimes be.

There have been almost as many explanations of the Berkeley situation as there have been people who felt a necessity to explain it. This has tended to obscure the rather obvious fact that what students protest most about is their life as students, and that in their lives as students their academic education is their principal concern.

They do not necessarily wear this concern on their sleeves but it is there. Since time immemorial students have joined causes, intramural ones and extramural. They have protested and petitioned and defied authority with both the concern and the abandon born of the first discovery that this is not the best of all possible worlds but only a fuzzy compromise created by their forebears. They have been ready to do battle for and against fraternities, R.O.T.C., parietal regulations, compulsory chapel, the "administration" and the other cherished whipping boys of academia. It is obvious, though, that student protest this year has a new quality, a quality which has frightened a considerable number of respectable people. Indeed, there has been a deplorable tendency, through fear, to call out the gendarmes either literally, as at California, or figuratively by heaping coals of fire on a new generation as being depraved or unprincipled or at best irresponsible.

Is it too much to suggest that when students take umbrage at all sorts of paracurricular things at college their protests are usually limited, but when the real reason for coming to college turns sour, their protests become serious indeed. Certainly this has happened, and there is reason to believe that the principal factor in the change is the current bill of fare offered by the majority of American colleges and universities to their undergraduates.

There has been some intimation of this in the postmortem on Berkeley. The intensity of student protest there has been blamed among other things on the size and impersonality of the vast university. Students are pictured filling out reams of machine record forms and moving in a four-year journey through a computor as a blip on a screen or a hole in a punch card. We are shown them desperately talking with the teaching assistant who is the closest thing to a professor available. There is some truth in this though it is probably vastly exaggerated. Far better, for example, that one's grades and general records for reference be in the metallic maw of a machine than in the some-times-absent-mind of a Dean. And even a Dean who realizes the necessity of close personal rapport can function better if he has information, information which can be stored, though not created, in machines.

As for the teaching assistant, it is the old story of an evil which in fact is nothing but a blessing unfortunately used to excess. Indeed, the TA may well bring an enthusiasm and freshness to academic discovery long lost to the professor now working on new horizons of endeavor. It requires considerable effort on the part of senior faculty members to bring fresh effective criticism to a pile of indifferently written hour exams. The intelligent TA for whom examination evaluation is a new challenge can sometimes do an excellent job, without short-changing the student.

The real trouble lies deeper than this, though it is aggravated by the increasing impersonality and mechanicalness of modern life particularly as it is

reflected in our colleges and universities. (Note that this is not merely a question of size. The student in a class of a hundred-fifty in a small liberal arts college can be getting less value than the student in a class of 2,000 at a large university where some attempt has been made to compensate for the shortcomings of bigness.) The real trouble lies with what is being taught and sometimes how it is being taught.

In fact, students arriving on college campuses today are being faced with required or recommended courses which they have already had, taught by methods which were replaced sometime ago at their high-schools and told that their grade averages must be so-and-so or they will not have a prayer of getting into graduate school or professional school. Is it any wonder that today's college student is impatient with the student pranks of yesteryear and puts the energy and ingenuity, once used to hoist cows into chapel belfries, into much more serious tussels with the "establishment"? The reasonably serious student feels that somehow the world is out of focus—what college generation hasn't—but few college generations before this one have been handed the proof of their feeling in the curriculum, the focal point of their new life.

What, then, has suddenly happened to the curriculum? A moment's reflection brings to light the rather commonplace answer that it is what hasn't happened to the college curriculum that is causing the trouble. The high school curriculum, high school teaching methods, the competition to get into an undergraduate institution, the increasing need for graduate training in most fields of endeavor, to say nothing of the rapidly shifting social and economic patterns of the 20th Century, have all changed sharply during the last two decades but the undergraduate curriculum is beginning to show characteristics of longevity and hardihood undoubtedly inherited from its ancestors, the trivium and the quadrivium.

In the first place everybody, that is everybody except apparently the colleges, knows that a full-fledged revolution has taken place in the American high school curriculum. Perhaps even high school is too limiting. My third-grader, or was it second, learned more about number systems than I ever knew until I thankfully attended a night school for parents at our elementary school. (By the way, it would seem that sympathy is wasted on the parent who claims that the new Math is beyond him or her and that there is no keeping up with what the schools are teaching these days. Such a parent may conceal from himself that he is too lazy or preoccupied to bother to learn, but he doesn't conceal it from the children. They know he could do it if he wanted to.)

As an historian, I am expected to know something about 15th Century European prices and their impact on the expansion of Europe but I confess to having been surprised, pleasantly, by a supper conversation in which my then seventh-grade son spoke with some assurance about the flight of specie from western Europe in pre-Columbian times and its effect on prices.

The interesting thing about this is that in some instances these remarkable advances in the secondary curriculum have been sparked in part by college professors. Edward G. Begle of Stanford and his School Mathematics Study Group, Jerrold R. Zacharias of M.I.T. and a group working on teaching Physics, and John G. Kemeny of Dartmouth are only a few examples of scholars who have applied themselves to the task of extracting the important essence from basic disciplines and rearranging the presentation of the result in a consistent and progressive sequence. It is probably true, indeed it is apparent, that secondary schools do not yet have the teaching manpower to use the new techniques effectively throughout the country. It is difficult to teach the new systems without understanding them, but team teaching and other devices are being used to permit more teacher specialization at the secondary level and there is no question but what secondary schools today can and do teach courses in Mathematics, History, English, Science and foreign languages, which were once the heart of the college curriculum in freshman year and to some extent even sophomore year.

Of even greater importance, many high-school students have been introduced to these subjects by teaching methods which place much emphasis on the student's individual response—his desire and ability to think independently and work directly with the materials of his subject. Not only does he learn his science by what might be called "pre-planned research" in the laboratory but increasingly his learning in English and Social Studies and even Mathematics consists of being given significant questions to which he is encouraged to find the answers by using the basic techniques of an academic discipline.

It is little wonder then that many college freshmen feel let-down after they arrive at college. For a while the whoop-de-doo and freedom (in some instances) of college life obscure the hard fact of the curriculum. Some students are insensitive, some are quietly thankful that it isn't any harder than it is, but there are others who are both sensitive and eager to learn and these are the elite of any university. They are also the natural leaders, in the long run, of student life and they are confused and disappointed.

What, then, must be done? Obviously the cur-

riculum, particularly the curriculum of the first year or two at college, must be renovated. Not again, groan my colleagues the country over, to many of whom the last fifteen years of academic service seem crammed with core-curricula, general education courses, tri-mester programs and endless committees. Nevertheless, it must be done. But this time, perhaps, fundamentally rather than superficially. To be lasting the surgery must be deep. Fundamental changes, however, seldom come about suddenly and this is no exception. For a number of years the system has been progressively deteriorating and there has been no lack of acute individuals who have accurately diagnosed the nature of the trouble. Charles Keller for one, is an independent gad-fly for the academic community, who relinquished his Professorship in History at Williams some years ago to work full-time for the John Hay Fellows Program in an attempt to convert the barrier between high school and college education from a bone of contention to a knuckle of articulation. His work in initially promoting the Advanced Placement Program and his current work in enhancing the competence of high school teachers, speaks for itself. Another is Harold Howe II, a successful high school principal, now the Director of the Learning Institute of North Carolina and a sharp critic of the lethargy of the colleges in meeting the challenge of the changing high school curriculum.

Perhaps a key to the way in which this problem can be solved lies in the activities of these men, both of whom have sought an audience in a combined school and college community. Not long ago I sat with a group of department chairmen discussing the response which my college should now make to the Advanced Placement Program. It became obvious that though many departments in college had been accepting for advanced credit or placement a number of students each year, only a few knew much about the program and fewer still had the time to follow its growth and development in any detail. The conversation, therefore, tended to fall back on known ground: the obvious fact that most beginning students didn't get A's and therefore didn't know the material in beginning college courses; the difficulty of managing advanced credit; that it emphasized differences in student preparation rather than eliminating them; and underneath, the unspoken assumption that high school teachers simply could not teach "college" courses.

It has occurred to me since, that the discussion at that meeting would have been quite different had we had in our midst an obviously live and capable teacher of an advanced placement course from a secondary school which had sent well-prepared advanced students to us. The quality of the dialogue would have almost automatically changed and the unspoken assumptions which were hampering the free flow of ideas among intelligent men would have tended to dissipate.

One of the ways, then, to tackle the problem of the undergraduate curriculum is to do it in a context which involves secondary school teachers and administrators. At the level of an individual college it can mean a series of conferences with personnel from selected schools ending in (of course) a faculty committee drawing up legislation perhaps with the aid of one or more representatives of secondary education on a consultant basis. This sort of activity may be stimulated and advanced by regional or national symposia with foundation support. This is a fundamental and major problem in American education and it deserves the best kind of support we can give it.

Though the context in which solutions to the problem may be forthcoming is, in my opinion, of the greatest importance, the nature of some partial solutions may be suggested as an indication of the magnitude of the corrective action necessary. Fortunately some solutions have been anticipated, again indicating the ripeness for change of the present situation.

We have already stated that secondary schools are teaching courses in Mathematics, Science, History, English and foreign languages at the "college" level. In other words, some of them are already carrying the burden of general education in the old college curriculum. Let them do more of this and better. Let the colleges recognize this and build their curricula on the basis of it, passing to the Admissions Office and hence to the schools much of the task of "filling in" a student's education previously carried out in the traditional freshman and sophomore years. If colleges, particularly liberal arts colleges, say that all their students should have enough Mathematics to do work at the BA level in any natural science, that they should all have a college level survey of English Literature, that they must have mastered the basic techniques of History and have reasonably detailed background information concerning the western European heritage of their own civilization as well as an informed idea of the nature of other civilizations, that they should read and speak a language other than their native tongue—let them then demand these things of their incoming students, and move on from there.

All of this sounds very radical and it would be were it not for the fact that much of it has already been done and what is lacking in part is recognition of a new status quo. What looks like violent change would at some schools, and at some colleges, amount to minor adjustment. (*Continued on next page*)

GENERATION OF NEW STUDENTS POSES CHALLENGE FOR COLLEGES

(*Continued from page 12*)

Perhaps because of this, other kinds of solutions must also be explored simultaneously. The problem here is not what we teach but how we teach it, and the problem is aggravated by the fact that much good teaching today requires an individual treatment and evaluation of the student which is in unalterable conflict with the numbers of those prepared to teach well and, indeed, financial limitations which impose restrictive faculty-student ratios. The key here seems to be the creation of a curriculum which will allow a teaching methodology requiring a close connection between one student and one teacher. With other duties faculty members cannot handle more than a dozen such relationships and even with that many, the relationship might have to be formalized to some extent in a preceptorial or some sort of seminar. On the other side, the student perhaps cannot expect to have more than one such relationship in a given year. However, with such a relationship probably in the area of a major, the attempt, seldom successful, to teach everything in intimate classes might be abandoned. There is room in the college or university for the truly great lecturer enhanced by whatever mechanical heuristic devices may be conceived of. And of course, there will always be some small courses in advanced work because of the limited number of students involved in some areas.

What is needed now is a curriculum which gives each student an academic mentor, a wise person devoted to his discipline who will pose the questions and suggest how the answers are to be found, and in general supervise the preparation of a young man or woman for a demonstration in the form of a thesis or an exam or both of his or her competence in a chosen field. The competence may be tested by various devices arranged individually or in conjunction with the rest of the small group who form the particular charge of the supervising faculty member. The faculty member will teach a course or two, large or small, but will not be expected to attempt a close relationship with those in his courses and may, indeed, be relieved of any responsibility for evaluating their work. He may, however, have duties in connection with a comprehensive examination program and/or a thesis program.

These solutions are not offered here with the expectation of solving the serious maladjustments of the college curriculum, rather they are indications of the size and scope of possible solutions. Since programs of this sort include in a very real sense the *entire* academic community, it would seem obvious that the place to begin is with the college where the major changes must be made and that the process of searching for a solution must include at a very minimum strong representatives of secondary education. Bring people of this sort together in an atmosphere of search and inquiry and the solutions will be found.

And find the solutions I think we must. Though the present situation has been a long time in coming to a head, its solution will not wait forever. Either we will, in the Toynbeean sense, seek adjustment through intelligent leadership or our maladjustment will ripen into an enormity the precursor of revolution.

A TIME OF CHANGE

(*Continued from page 5*)

the problems made familiar by daily headlines. On Crossroads Africa, building a community center in Guinea, with the Experiment in International Living in India or in a New York settlement house, Middlebury students became involved.

Last year, the newly formed Civil Rights Group institutionalized concern for national issues on campus. Invitations to Governor George Wallace and Malcolm X to speak at Middlebury aroused unprecedented discussion. A Civil Rights Conference allowed the local community to weigh the merits and failures of non-violent resistance dispassionately.

This year concerned students engaged in positive action in addition to study and discussion of the problem. A fund drive for a Middlebury graduate working in Vicksburg, Mississippi and a "Fast for Freedom" channeled student financial support to the national campaigns for racial equality. Police brutality in, Selma, Alabama this spring kindled new enthusiasm on campus. Twenty-six students drove to Montgomery to join the march on the capital of the Confederacy, while three hundred students participated in a sympathy march in Middlebury.

As in any community of free thinking individuals, support for the demonstrations was far from unanimous. Dissenters challenged the arguments of those committed to "the cause." Following the American involvement in Vietnam and the Dominican Republic, debate flourished on a new topic—United States Foreign Policy. As seniors we can't help but appreciate the growing interest in the issues of consequence to the future of both Middlebury and the nation as a whole.

In four years we've watched an institution develop, reacted to its influence and begun to respond to the world beyond the Green Mountains. Where to now?—graduate school, the Peace Corps, Army or a job. Whatever our immediate future we'll carry not only the pleasant memories of trips to the Snow Bowl and brilliant fall days in Vermont, but the beliefs and values evolved at Middlebury. Four years of higher education have brought change, a transformation that should provide each graduate with the stimulus to make Commencement a true beginning. Though college may have ended, hopefully education and growth will continue along the guidelines established in four years at Middlebury.

BY TAKING THOUGHT

(*Continued from page 7*)

audible in *words* and visible perhaps in *action*. You will be speakers of words and doers of deeds, and you must be thoughtful if you are to speak rightly and *do* rightly, for like the things of the spirit which are strong and never perish, so right thought is strong.

SPORTS

MAX PETERSEN

THE MIDDLEBURY COLLEGE soccer and football teams lost a number of key players by graduation, and both teams face a phase of rebuilding for the 1965 season starting in September. Both Coach Duke Nelson and Coach Joe Morrone will have the problem of re-building their teams around returning seniors and players with experience from the College's freshman teams. The lack of depth in players will be Duke's big problem this fall.

football: COACH NELSON and his staff will be faced with a certain amount of experimentation as efforts are made to fill key positions in the lineup with sophomores. The coaching staff expects 33 candidates—with one third of them lettermen—to report for practice during the first week of September.

Coach Nelson begins his 20th year as varsity football coach this fall. Faced with rebuilding, Duke isn't planning to settle for anything short of a winning season, if he can help it.

The Panther eleven lost seven regular starters through graduation. Hardest hit was the line with the center and entire right side gone. Vacancies also exist at the wingback slot and at quarterback.

Veterans returning in the backfield include Fred Beams, leading scorer, and Nick VanNes. Key linemen expected back are Jeff Demong and Dave Terry.

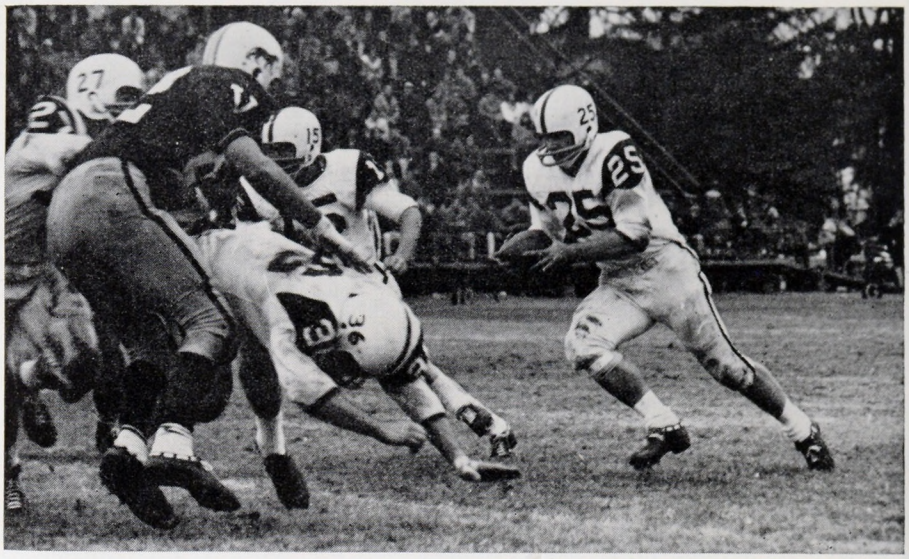
The Middlebury line lacks both depth and experience and will not be as heavy this year as last. However, things may look better by the time of the opening game if a pair of sophomores, Richard McMahon and John Hoben, 230 pounds each, can be developed into tackles.

Duke predicts that his defense should "be average to good" despite the inexperienced line he has to work with. He calls his overall team speed—average, his kicking—only fair, and passing—poor.

The offense isn't expected to be strong with the quarterback position still to be filled and the key to the passing problem found. Duke's running game may also have problems with halfback Beams the only real threat.

Nelson predicts that it will be hard to equal last year's record of three wins, three losses and a tie, with the opposition appearing to be at least as strong as last year. He said he doesn't expect much help from the new substitution rules because of the lack of depth and experience.

soccer: COACH MORRONE is faced with developing able replacements for such players of the Class of 1965 as Capt. Mike Haney and Jed Maker at halfback and fullback positions. The coach expects a squad of about forty candidates to report for practice in September. Of this number fourteen will be lettermen.



The Panthers' biggest offensive threat this fall will be No. 25, Fred Beams, shown here in last year's game against Vermont heading for a hole in the Catamount line and good yardage.

All-America J. Davis Webb blocks a shot by an R.P.I. booter (white jersey) in a game last fall at Middlebury. Looking on are Didier Raymond (center) and Bayard Russ in the nets.

Defensively the team should be as strong as last year when it allowed just three goals from the field. The goal will be protected by Bayard Russ and Freeman Allen, both returning from last year's team which posted an 8-win, 1-loss record. Chances are that the Panthers will have a high scoring attack if Capt. Roger Hermann can avoid the minor injuries that beset him last fall. Other key players, who will figure in the offense are: All-American J. Davis Webb; Dick Hall, a candidate for All-American honors; Will Sumner, Pete Kovner, Tom Easton, Dave Nicholson, Stu Bicknell, Frank Nicolosi, Peter Marks and Dan Schnick. In addition, there are several promising sophomore players with experience up from the Panther freshman team of last fall.

The Panthers face a challenging schedule this year with the addition of Williams and Worcester Tech to the regular schedule and a pre-season practice game with the U. S. Naval Academy, national champions for the past six years. This game with Annapolis will be played on Sept. 18 during the annual clinic sponsored by the Western New England Preparatory School Soccer Association and held at the Mount Hermon School, Mass. The Association each year invites a top team from New England, and a top team from another section of

tne country, to meet at this clinic. Middlebury under Coach Morrone has developed one of the best soccer teams in collegiate circles.

lacrosse: The Varsity lacrosse team turned in the best record of the spring sports program with a 10-win, 2-loss, record for the finest record in the history of the game at Middlebury. Adding to the successful season was the recent announcement that Capt. Jed Maker, a senior midfielder, has received All-America honorable mention.

Fred Beams, a junior and leading scorer with 36 points, was also honored by being named to the Northeastern District all-star lacrosse team.

The team began its annual spring trip with victories over Tufts, M.I.T. and Holy Cross. With three key players out of the lineup with injuries, the Panthers dropped the only two games of the season to powerful Trinity and Wesleyan.

Middlebury bounced back with a vengeance, blasting Worcester Tech, 13–3, the first of seven straight wins. The Panthers went undefeated for the rest of the season rolling over Amherst, New Hampshire, Massachusetts, Union, Hamilton and R.P.I. The freshman team turned in a 2–3 record.

Two Middlebury defensemen, No. 47, Don Elliman, and No. 46, K. C. Hoffman, converge on Dave Huddant of R.P.I. in an effort to snag the white lacrosse ball in the air. Coming in to lend assistance is Engineer teammate Charlie Harper (right). A stiff Middlebury defense was one of the main reasons for the fine 10–2 season record posted by the Panthers.

Football

	VARSITY
Sept. 25	Wesleyan
Oct. 2	Worcester Tech
9	Williams* (*Homecoming*)
16	Bates* (*Parents' Day*)
23	Rensselaer Polytech
30	Norwich
Nov. 6	Vermont*

	FRESHMAN
Oct. 9	Rensselaer Polytech
15	Amherst*
22	Norwich
29	Williams*
Nov. 5	Vermont

Soccer

	VARSITY
Sept. 24	Dartmouth
Oct. 2	Williams*
6	Springfield
9	M.I.T.* (*Homecoming*)
13	Union
23	Worcester Tech
27	Norwich*
30	Rensselaer Polytech*
Nov. 5	Vermont

	FRESHMAN
Oct. 6	Norwich*
13	Dartmouth
15	Vermont*
23	Rensselaer Polytech

* home game

baseball: The Panther Nine wasn't up to the 1964 squad which went 9–5. Lack of pitching and weak hitting cost the Panthers several close games and resulted in 11 straight losses before recording the first win.

Middlebury took its first spring trip in several years and lost games to Army, Coast Guard, Connecticut and Brandeis. A return home didn't help much as losses continued to St. Lawrence, Clarkson, M.I.T., Williams, R.P.I., St. Michael's and Vermont.

Coach Wendy Forbes made a few minor changes in the lineup and the Panthers halted their losing streak with a win over Wesleyan 5–3. Breaking out of a batting slump, Middlebury defeated St. Michael's, 25–12; rolled over Norwich, 14–6, and defeated Lowell Tech, 18–11. The Panthers dropped an away game to Union, and then closed the season, at home, with a win over Norwich to post a 5–12 season record.

The freshman nine turned in a winning 4–2 mark with victories over Norwich, R.P.I. and Northwood twice and losses to Dartmouth and Norwich.

golf: Middlebury Golfers, led by Capt. Dick Miller and coached by Duke Nelson, turned in a 6–3 record. They placed second in the Vermont State Meet and tenth in the New Englands. The team defeated Springfield, St. Lawrence, Dartmouth, Williams, Amherst and Clarkson. It dropped matches to Wesleyan, Vermont and R.P.I.

Duke called his squad one of the best in the last few years. One of his top golfers, Peter Roby, a sophomore, will be back to form the nucleus of next year's team. The freshman team was 2–1 on the season.

tennis: Net Fortunes were down a little from last year. The squad, facing tougher opposition this year, finished the campaign with a 3–4 record. In his second year at the helm, Coach Ed Sommers guided them to wins over Clarkson, St. Lawrence, R.P.I. and Union while dropping matches to Vermont twice, Wesleyan and Dartmouth. The tennis team placed 15th in the New Englands at Harvard University. Freshmen netmen looked impressive winning three and losing just one.

track: The Panther Track Team under Coach Stub Mackey was troubled with injuries this year and wound up the season losing all six of its dual meets.

Middlebury harriers appeared to have the potential for a good season at the start of the campaign. However, injuries to such key personnel as Glenn Govertson and Bob Royer made serious inroads into a squad that already lacked depth.

A good crop of freshman tracksters, 2–2 on the year, could give the varsity a much needed boost in numbers and experience.

Your Family and Middlebury

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Calendar for 1965-66

1965

SEPTEMBER

16—Thursday, Freshman Week begins
19—Sunday, Freshman Convocation (10:45 a.m.)
20—Monday, Classes begin (8 a.m.)

OCTOBER

9—Saturday, Alumni Homecoming
16—Parents' Weekend
30—Saturday, Norwich football game away (Classes end at 11 a.m. 8, 9, 10 o'clock classes at usual hour, 11:00 o'clock classes at 4:00 p.m. on Friday October 29.)

NOVEMBER

24—Wednesday, Thanksgiving Recess begins (12 noon)
29—Monday, Classes resume (8 a.m.)

DECEMBER

16—Thursday, Christmas Recess begins (12 noon)

1966

JANUARY

3—Monday, Classes resume (8 a.m.)
22—Saturday, First Semester classes end (12 noon)
24—Monday, Final Examinations begin

FEBRUARY

2—Wednesday, Final Examinations end
7—Monday, Second Semester classes begin (8 a.m.)
24—Thursday, Carnival Weekend begins (5 p.m.)
28—Monday, Classes resume (8 a.m.)

APRIL

2—Saturday, Spring Recess begins (12 noon)
12—Tuesday, Classes resume (8 a.m.)

MAY

28—Saturday, Classes end (12 noon)
30—Monday, Final Examinations begin

JUNE

8—Wednesday, Final Examinations end
12—Sunday, Baccalaureate
13—Monday, Commencement

1965-66

SEPTEMBER

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1966

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